

# ***WILDLIFE CLUBS OF UGANDA***

***(WCU)***

## ***ENVIRONMENTAL EDUCATION & COMMUNICATION FIVE YEAR STRATEGIC PLAN DRAFT***

***GreenCOM-USAID/UGANDA  
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## EXECUTIVE SUMMARY

This strategic plan was made possible by an investment from USAID/Kampala in the USAID Global Bureau's Environmental Education and Communication Project (GreenCOM) and by the tremendous dedication of the staff and membership for the Wildlife Clubs of Uganda (WCU).

The final plan is the result of extensive consultation with several institutions and specialized EE&C agencies, reviews of reports and many other pertinent materials produced by WCU, interviews, field visits, feedback from the WCU Board of Trustees, and a three-day Environmental Education and Communication (EE&C) Workshop for the staff and membership of WCU, facilitated by WCU staff and a consultant from GreenCOM. The outcome has been a compelling EE&C vision and a focused strategic role for the WCU.

This new WCU vision aims at promoting EE&C to ensure sustainable use and protection of Uganda's natural resources for the benefit of present and future generations. In addition, WCU EE&C planning and development workshop participants wanted to see five specific achievements by the year 2004:

- S** An extensive needs assessment to identify EE&C-related problems or issues confronting the Uganda Primary and Secondary schools and the national community at large to determine the WCU appropriate response(s).

The information gathered will also assist District Wildlife Associations to examine what they do well and what they can improve, and define the gaps between the current and the desired performance by the WCU as an organization and by individual clubs.

- S** A re-organization of the staff and the provision to staff of specific training that allows them to respond better to the needs of WCU members, especially those in primary and secondary schools.

Currently, the WCU is highly centralized, with all staff in the Kampala headquarters. In order to meet the clubs' needs, three additional regional offices **S** more accessible, with staff, equipment and supplies **S** would greatly increase WCU's ability to serve the members and would save costs over time.

- S** Training provided to WCU's trainers (patrons, teachers, students and community leaders) in participatory methods for EE&C curriculum analysis and development, and for production and dissemination of EE&C materials that meet the needs of the clubs' leaders and participants. These skills are what they need to fully carry out this strategic plan.

- S** A consistent and permanent WCU endowment fund generating revenue for greater self-sufficiency.

The establishment of an Advisory Board for Sustainability and the identification of potential supportive corporate and associate members may provide useful in this endeavor.

- S Establishment of a system of regional and global partnerships to address the effective delivery of EE&C programs.
- S Establishment of a networking mechanism to enhance WCU's dialogue with other organizations involved in EE&C advocacy, policy making, management, and development.

WCU collaborating bodies should include, but be limited to: the Ministry of Education, the Ministry of Natural Resources, the Ministry of Health, the National Curriculum Development Centre (NCDC), the National Environment Management Authority (NEMA), the National Environmental Action Plan (NEAP), the Global Environmental Facility (GEF), the Grant Management Unit (GMU), the United States Agency for International Development (USAID), the International Union for the Conservation of Nature (IUCN), the World Wildlife Fund (WWF), the National Wetland Conservation and Management Programme (NWC&MP), the United Nations Development Programme (UNDP), the Uganda Wildlife Authority (UWA), the Uganda Wildlife Society (UWS), and the Uganda National Park (UNP).

It is because this strategic plan comes from the WCU itself that we believe it works. The ideas came from many different people during the planning process, but were put forth in this document by those who will be responsible for implementing the plan.

We know that a variety of assistance will be needed to make all components of this plan operational. In addition to attending and making good suggestions and recommendations, the workshop participants were asked to fill out an evaluation form about the workshop itself and how to implement the anticipated EE&C Strategy.

Evaluation forms were returned by 27 of 29 workshop participants. Comments were generally positive, but areas of improvement were clearly identified and constructive suggestions made. However, more than 50% of the participants do not believe WCU has yet identified the avenues that the organization needs to tap into for generating revenues for greater self-sufficiency. This is one of the major challenges the organization will face in the next five years. Creation of an Advisory Board for Sustainability was therefore strongly recommended.

The WCU's next steps are to communicate these workshop results and issue progress reports to approximately 50 EE&C stakeholders; to work closely with Primary and Secondary Schools and Community Leaders to implement the strategy; and to develop a mechanism for two-way flow of information with its members.

## **GLOSSARY OF TERMS AND ACRONYMS**

EDWA	Entebbe District Wildlife Association
KDWA	Kabarole District Wildlife Association
NGOs	Non-governmental Organizations
DEO	District Environmental Officer
DO	Delivery order
DWA	District Wildlife Association
GEF	Global Environmental Facility
GMU	Grant Management Unit
GOU	Government of Uganda
IUCN	International Union for the Conservation of Nature
MEU	Mobile Education Unit
NEAP	National Environmental Action Plan
NEMA	National Environmental Management Authority
NWC&MP	National Wetland Conservation and Management Programme
SSS	Senior Secondary School
TOR	Terms of Reference
TOT	Training of trainers
UNDP	United Nations Development Programme
UNP	Uganda National Park
USAID	United States Agency for International Development
UWA	Uganda Wildlife Authority
UWEC	Uganda Wildlife Education Centre
UWS	Uganda Wildlife Society
WCK	Wildlife Clubs of Kenya
WCU	Wildlife Clubs of Uganda
WWF	World Wildlife Fund

## **CHAPTER I. WCU'S HISTORY AND STRENGTHS**

### **I. 1. Basic Status of The Organization**

The Wildlife Clubs of Uganda is an indigenous, non-governmental, and non-profit organization made up of member clubs, institutions, and individuals who are interested in environmental conservation in Uganda. The WCU is one of the oldest environmental NGOs in East Africa with very strong history and reputation **S** and great potential.

Formed in 1975, WCU's mission has been to educate the population on the sustainable use of natural resources, to conserve the country's wildlife heritage for the present and future generations. The following objectives have guided WCU operations and activities over the last 24 years:

- S** to cultivate a desire for environmental conservation among the people of Uganda
- S** to enhance and promote the scientific study of Uganda's wildlife and environment
- S** to promote the economic, recreational, and aesthetic values of the country' s natural resources
- S** to promote cooperation with other organizations with similar objectives within and outside Uganda.

The WCU was formed to tackle the problem of wildlife poaching that was rampant in the 1970s. Overtime, however, the focus has changed, and more recent WCU programs have been based on an EE strategy combining environmental awareness with field activities that develop skills, to enable WCU members to translate awareness about environmental issues into positive action.

Although the WCU has been successful in implementing its programs and providing services to its members, some donors such as USAID/Kampala and the members themselves now feel that WCU's programs need more focus if they are to have the intended impact. The climate for more focused environmental action exists, but the WCU's position was not well defined, nor has its strengths been sufficiently utilized.

In his opening remarks at the EE&C Strategy Planning Workshop at Mukono, July 8-10, 1999, the WCU national coordinator also pointed out that the organization is depends on donors for both its overall management and program implementation, and he questioned whether this was sustainable. He also expressed the following concerns:



- S** WCU's previous efforts as a national leader for environmental protection are less visible now given the rising profile in environmental protection of other local NGOs and Government Departments. There are even conflicts of interest. This rivalry is counterproductive; complementary efforts should be sought.
- S** WCU's program management is not focused, or is focused on the wrong thing **S** conservation education rather than environmental education. Furthermore the WCU needs to set standards and targets to be able to measure its progress.
- S** What the WCU calls benefits for its members are not exclusive any more, as they were for instance when only WCU members had free entrance to National Parks; free entrance to National Parks are now enjoyed by any other educational groups. The question of what is special about being a WCU member needs to be revisited.

In light of the coordinator's remarks that reflected their own concerns, USAID/Kampala provided GreenCOM technical assistance to guide the WCU in the design of a five-year strategic plan. This Mukono workshop was a part of that process and helped to identify the WCU's comparative and competitive advantages that should be the focus of this plan. The issues and challenges cited above formed the framework for priorities and then the specifics of the action plan. Within each priority, the WCU will develop specific action plans on a variety of projects and initiatives.

## **I.2 Clubs, Staffing, and Organizational Structure**

While WCU membership has grown every year, only about a third of members are active in conservation education or action programs. It was the workshop participants' belief that one reason for this discrepancy was the WCU's lack of a clear vision for, or of a strong focus on, recruiting, serving, and maintaining its members.

In the past year, the WCU changed national co-ordinators, and was without a national coordinator for almost six months. However a very able individual, Mr. Samson Werikhe, was recruited and began work in February of 1999. The WCU is fortunate to have five other professional staff: Mr. Richard Ekodeu, Ms. Pauline Nantongo, Mr. Robert Ekaju, Ms. Jennifer Tumwebaze, and Ms. Achipa Jessica.

Although the WCU staff is strong and talented, there is consensus that a different organization of the staff and specific training is needed to take full advantage of these strengths. Currently, the organization is highly centralized, with all the staff in the headquarters in Kampala.

In order to meet the needs of the clubs, three additional regional offices **S** more accessible, with staff, equipment, and supplies **S** would greatly increase the ability of the organization to service the members and over time save costs.

### **I.3. Statement of Needs**

#### **Financial Needs**

The organization is in a temporary cash-flow crisis, due to the decision by the former national coordinator to invest WCU's entire endowment fund in a new headquarters building. In addition, current funders are primarily covering program costs, but virtually no staff costs. In the medium term, this crisis should pass, due to WCU's strong history and performance and the fact that the assets of the organization far exceed the liabilities.

Although the WCU is a membership organization, the dues from the clubs and individuals has never been, and will not for at least very many years to come, support the basic operations of the organization. Furthermore, in recent years the government had eliminated its support that covered the costs of WCU office space and some staff salaries. This new financial climate has made the organization vulnerable, but also opens the WCU up to opportunities for building a much stronger base of support, particularly in the private sector. This sector, relatively neglected by the WCU up to now, could over the next few years provide the organization with a sustainable base and a renewed endowment fund. The new building is also a major asset. In the short term, space can be rented out to help cover basic WCU operating costs. And WCU continues to enjoy an excellent reputation with donors.

A full examination of potential funders and financial restructuring is made later in this report. But, basically, although the organization is in a cash-flow crisis at the moment, its potential is strong and its future looks bright.

Recently, in fact, the WCU received a series of grants that will help with both cash flow and salary needs. These grants also provide critical program support. The World Bank Mini-Grant (\$2,500) supports the development of the WCU's new website and the Mgahinga, Bwindi Impenetrable Forest Conservation Trust Fund (MBIFCT) (25,000,000 U Sch) supports creation of a biodiversity and conservation education program for the schools in MBIFCT's operational area.

#### **Membership needs**

WCU's membership, which started as school groups, has now grown to include Honorary Members, Associate Members, adult groups, and corporate members. These categories need different EE&C approaches since they are involved in different environmental activities.

Primary-school clubs are mainly involved in activities like public awareness campaigns, publications, and the sale of promotional materials. Some of them are also involved in field activities such as tree planting.

Secondary-school clubs are mainly involved in activities like visits to protected areas, work

campus, and public awareness campaign,

University groups comprise 4.1% of the school category. While they have benefitted from WCU publications, their participation in WCU programs is minimal. Participants at the Mukono Workshop pointed out that these groups need to become WCU partners rather than normal members.

There are currently 58 Adult Groups, mainly rural women's groups. They have been served through educational seminars and workshops to give them knowledge and skills in the field-based activities, such as woodlots, nursery beds, energy-saving stoves, and tree planting.

The Adult Clubs are not a target of WCU's publications since the majority of this group is semiliterate or illiterate. However, there is a need for more appropriate EE&C outreach to adults, whose impact on natural resources and the environment needs to be changed for the better.

The 35 WCU Associates Members are individuals interested in promoting environmental education and awareness. But, apart from publications, there is no other specific program designed for associate members as a group.

By the end of 1998 the WCU had registered 11 Corporate Members. They have participated in public awareness campaigns, mainly as sponsors, and also receive WCU's publications for accountability purposes.

### **Training & Technical Assistance Needs**

Needed skills that WCU training might provide include desktop publishing, educational materials development, marketing, research and monitoring, networking, website development, fund raising, and endowment investing. This training could be part of corporate or university partnerships, come from donor provided technical assistance, or even be special courses offered by NGOs or donors. These skills are critically needed, and will become more so over the five years of this strategic plan. Proposals and partnership development need to address them.

With the rapid development of EE&C in many places around the globe, participation in regional and global conferences by key EE staff would significantly aid in the development of materials for the WCU. Funds to participate in these conferences are another priority.

### **Need for Sustainability**

While both the WCU board and staff are very well aware of WCU's current inability to provide basic self support, this strategic planning process has been able to focus on WCU's potential for sustainability, and has set in motion specific steps to carry out to put that basic self support in place. If the WCU carries out the plans in this strategy, the organization will be assured of its long-term survival.

## **CHAPTER II. PLANNING AND DEVELOPMENT OF THE STRATEGY**

The development of WCU technical EE&C skills and tactics are the key to people's behavioral and attitude changes, and the proposed strategy provides alternative EE&C options.

We recognize the need for a genuine Ugandan approach to EE&C. For example, in a study aimed at assessing the problems in exporting environmental models from outside to the Third World, Castilo and Ham (1990) concluded that those EE models and materials may be based on the assumptions about other countries' schools that do not hold in developing countries. A better approach, they suggest, is to support in-country development of EE&C materials and programs.

In addition, the 1977 Tbilisi Intergovernmental Conference recognized that problems addressed by environmental education should be those familiar to the learners in their own homes, communities, and nations and should help the learners acquire the knowledge, values, and skills necessary to help solve those problems.

The United Nations Educational, Scientific, and Cultural Organization (1980) also pointed out that: “there is no universal model of incorporating education into environmental processes. The approaches, procedures, and progressive stages of integration must be laid down in the light of the specific conditions, ultimate aims, educational and socio-economic structures of each country”

Building on this broad-base advice and taking into account the data we gathered through the documents review, the interviews with Uganda key EE&C stakeholders, and the three-day workshop we developed a Strategic Approach to EE&C is devised for the Uganda Primary and Secondary Schools.

At these levels, students are more accessible, already organized, more receptive to new ideas, and eager to be involved in practical work. In addition, schools are widely distributed in all parts of the districts.

The Uganda Government is already implementing a EE program in Primary Schools in subjects such as English, Social Sciences, Integrated Sciences, and Mathematics. However, no EE&C educational materials are being produced and the teachers severely lack capacity for integrating environmental topics, themes, and concepts into the primary curricula. EE&C for Secondary Schools is still in planning stage.

This strategy will be implemented successfully if it is focused on a few priority issues. These issues should be major ones, able to generate maximum support for the strategy and to raise the WCU's profile in both schools and communities.

### **II.1. Strategic Target Audiences**

In its quarter century of operation, WCU has established a network in schools and districts and is in very good position to carry out extensive EE&C programs and activities and therefore, assist the Government of Uganda in the implementation of its policy towards wildlife management and environmental protection..

The Mukono Workshop participants and several WCU reports clearly document the Uganda activities of international NGOs such as IUCN, WWF, and AWF and numerous Ugandan NGO's such as the Uganda Wildlife Society. However, WCU stands alone with its 24-year-old network of school-based wildlife clubs.

By the end 1998, for example, the number of clubs reached an all-time high, with primary- and secondary-school clubs accounting for more than 75% of WCU membership, active in 27 of Uganda's 45 districts. This unique niche in Uganda's environmental community is the taproot of WCU's great strength, and needs to be fully recognized. Although clubs in primary and secondary schools constitute the main target for this strategy, they do not exist on their own. Their EE&C programs to be developed will benefit enormously from interactions with and inputs from the schools' communities.

## **II.2. Strategic Goals and Objectives**

The new WCU vision aims at promoting EE&C to ensure sustainable use and protection of Uganda's heritage and natural resources for the benefit of present and future generations. In addition, the workshop participants wanted six specific achievements by the year 2004:

- S** Conduct an extensive needs assessment to identify EE&C related problems or issues confronting the Uganda Primary and Secondary schools and the Community to determine the WCU appropriate response(s).
- S** Establish a different organization for the staff and provide them with specific training so they can better respond to the needs of WCU members, especially primary and secondary schools.
- S** Train WCU's trainers (patrons, teachers, students, and community leaders) by provide them with the knowledge and skills needed to realize their full potential contribution to this strategic plan and provide them with the capacity tp design, develop, implement, and evaluate EE&C materials and activities.
- S** Identify ways of securing consistent and permanent WCU endowment funds to creatively generate revenue for greater self-sufficiency.
- S** A system of regional and global linkages and partnerships to address the effective delivery of Environmental Education and Communication programs.

- S** Establish a networking mechanism to enhance regular dialogue between WCU and other public and private organizations involved in EE&C activities.

These goals and objectives are the cornerstones on which WCU will build its programs and activities for the next five years. The stated objectives are specific, reachable, measurable, and listed in order of priority. In addition, WCU should work closely with the communities to protect, restore, and conserve the natural environment, increase public awareness and involvement, and provide diverse opportunities for recreation.

### **II.3. Anticipated Benefits**

To motivate its already defined target audiences (primary and secondary schools and the communities), the WCU must convince them that they will benefit from EE&C programs and activities, and list for them the benefits they will get from WCU in order of importance to the groups themselves. The organization has to show its audiences how EE&C messages can meet their needs.

### **II.4. Planned Programs and Activities**

#### **Silver Jubilee**

WCU will soon celebrate its 25<sup>th</sup> anniversary. In the last 25 years, the organization has evolved a great deal, made some notable achievements, and of course experienced a number of failures. Nevertheless, it is important that WCU make this anniversary a major event that promotes the following objectives:

- S** Generate support for the 1999 5-year Strategic Plan
- S** Ensure that the public recognizes WCU's roles and responsibilities
- S** Help the organization raise funds for its various activities
- S** Raise the profile of WCU and its activities

The anticipated activities include Festivals, Debates, Competitions, Raffles, Wildlife Awareness Week.

#### **Training and School Materials Development and Dissemination**

Training of trainers in EE&C, production of primary and secondary school teachers' manuals, and design, development, implementation and evaluation of students activities **S** these are the WCU's major priorities for the next five years.

This section poses the basic questions that WCU must consider in order to create a basis for achieving its five-year EE&C strategy. The WCU needs a mechanism capable of reaching its stated goals and objectives, of building on what is already going well, of assessing the strengths and weaknesses of the current program, and of considering options for the WCU's future endeavors.

**S** The program planning :

- Do the suspected problems really exist?
- What are the characteristics of the target audiences and can the program be designed to reach these audiences and produce the intended results?
- What are the needs of the target audiences and is the program designed to address these needs?
- What are the priorities?

**S** Program monitoring:

- Has the program been implemented as planned?
- Is it reaching the intended audiences?
- Is it providing the audiences the intended services?
- Is the program reaching sufficient numbers of the target audiences?

**S** Program efficiency:

- What are the costs to provide the service(s) and how do they compare to actual benefits produced?
- Is/are the program(s) efficient(s) use of resources compared with alternative uses of resources?

**S** Impact assessment:

- Once implemented, does the program produce the intended benefits?
- Does it impact target audiences in the intended ways?
- Does the program produce effects which were not intended?

EE&C also has a wide array of valuable educational methods from which WCU club leaders have been selecting to help their members learn about the environment. These initiatives should be continued and strengthened. Some of these methods are abstract and symbolic and others are more direct and concrete:

**Direct purposeful methods**

In these activities learners have an opportunity to use the senses-hearing, testing, seeing, touching, and smelling **S** to build up a wealth of meaningful information.

The greatest merit of these methods is that they maximize the opportunity for learners to feel, to react emotionally to their experience, and to develop awareness and sensitivity. Site visits, displays, video and film viewing, songs, demonstrations, and the like are some of the most utilized and purposeful methods in environmental education.

### **Contrived methods**

These methods omit certain elements of a real experience but can be easier to understand. Models, for example, meaningfully summarize and condense a great deal of specific information; excursions of a limited duration in natural settings provide direct experience for learners and are powerful learning experiences.

### **Dramatized experiences/role playing**

These tools can help learners experience ideas or events that they cannot experience first hand. Dramatizations like contrived experiences omit some of the unimportant and confusing elements of a situation, but stress the significant ideas.

### **Demonstrations**

These are visualized explanations of important facts, ideas, processes, or techniques, generally done by one person before a group. A demonstration provides individual and small groups of learners with the materials and understanding they need. Time and safety factors may also influence a decision to use demonstration as an alternative to some other approaches. A good demonstration often involves a dramatic presentation using models, mock-ups, specimens, objects, still pictures, motion-picture films or video presentation, computers, or chalkboards.

### **Displays, exhibits, and models**

These are self-teaching tools. They may include photographs, models, charts, posters, audio-visual equipment and materials, computers, and frequently the actual objects. Displays, exhibits, and models may be used to introduce a unit or activity, to transmit information to students, or to serve as a summation activity at the end of a unit or a series of lessons. Viewing the exhibit, however, is a relatively abstract activity. Learners might be provided an opportunity to utilize their senses to varying degrees and thus greatly enrich the experience. The construction of displays, exhibits, and models by the learners provides them with direct, purposeful experiences.

### **Motion pictures and video**

Both of these methods compress time and space, thus omitting unnecessary and unimportant



material and allowing concentration on selected key points. They are widely used by WCU's Mobile Education Unit

### **Recoding, radio, charts, and still pictures**

These tools convey messages to people who cannot read, and are thus useful when working with young children or illiterate people.

With groups of students, audio-visual devices such as filmstrips, projectors, overhead projectors, opaque projectors, or tape recorders may be used **S** often in combination. Sometimes, though, a photograph may be too complex and include too many ideas to be useful. In such cases, simple drawings may be substituted.

### **Visual and verbal symbols**

These are the most abstract approaches to teaching and learning; they involve very little immediate physical activity. Verbal symbols may represent something concrete (tree), an idea (control of biodiversity), a scientific principle, a formula, a moral principle (land ethic) or any other symbolic representation of experiences.

Another EE approach which has proven successful in other countries and is now being tried by the Government of Uganda in primary and secondary schools is the integration of environmental topics into the school curricula.

With such an approach, the instructional objectives identified for each subject area, at each grade level and within each unit of study, can still be achieved. Very little, if any, additional instructional time is required to deal with the environmental content. But to be successful, there are some key elements that need to be included in the process:

- S** Select the environmental topic to be integrated into an existing subject areas instructional unit. Selection criteria include the educational method, the ability of students involved, the pertinence of the topic to the lives of the students and the communities around the schools, the teacher's own interests, motivation, and background, and the nature of the subject area into which the topic will be integrated.
- S** Identify the subject units which relate to or support the study of the selected environmental topic. Many units of study within subject areas readily lend themselves to environmental topics.
- S** Develop one or more environmental objectives for the subject matter unit. The existing unit objectives and environmental objectives to be integrated need to be compatible. The added objectives become vehicles to achieving the existing unit objectives.

- S Specify the environmental content to be integrated into the subject area unit.
- S Develop new instructional procedures as needed. Existing unit instructional procedures may satisfactorily achieve the integrated environmental objectives, but it may be necessary to modify them or adopt additional procedures. The challenge of the integration approach is to achieve both the environmental objectives and the existing unit objectives.
- S Identify new process skills which might be used or developed in achieving the new environmental objectives.
- S Identify new resources to be used in achieving the environmental objectives. Such resources and equipment S consumable materials, reference books, pamphlets, field trip visits, films, and people S could contribute to the study of the new content as well as to the achievement of the existing unit objectives.
- S Identify related activities and new topics for study which may be suggested by teaching the newly integrated unit. In completing the integration process, new activities and topics for investigation might be anticipated. These activities may be related directly or tangentially to the subject area unit, but should be carefully tailored to the major EE&C objectives. EE&C content and procedures and the integration process should also conform to the students' grade level and their cognitive growth and development patterns.

Teachers/club leaders are required to compare the environmental scope and sequences to the scope and sequences of each subject area in order to identify when and where integration of EE&C topics is possible.

## **II.5. Potential Specific Educational Materials & Funding Partners**

In the process of developing this strategic plan we identified two different levels of campaigns that might serve the needs of the members. Larger campaigns would involve the development of key materials in sizable numbers. These are meant to be annual theme campaigns, and would involve significant resources.

These larger campaigns would consist of educational packets of information, potential activities and a speaker bureau to go out and speak to schools. The packets would consist of a teacher's/club leader guide, booklets (enough for everyone in the club), a poster, and activity sheets that could be duplicated for members to use.

The smaller campaigns would consist of only handouts for the students and the leader, and in only some cases include a hands-on activity, video, or speaker. These would be important secondary campaigns, but would not be annual theme issues.

### **Large Campaigns/Funding Partners**

Rhinos - Rhino Fund  
Gorilla - Gorilla Fund  
Wetlands - IUCN  
Forests - Forestry Division  
Uganda National Parks - Uganda Wildlife Authority/WWF  
Water Quality Testing - PROJECT GREEN  
Paper Recycling - Tissue Manufacturers

#### Smaller Campaigns/Funding Partners

Honey Bees - Honey Bee Keepers Association  
Solar Energy - Solar Energy for Africa

Some of these partners may donate money, but it is often easier and just as helpful for businesses to donate resources. These sponsors can provide money in return for having their names identified with WCU programs. Or they may sponsor a specific project, by giving funds for EE&C brochures, seminars, workshops, school kits, or special events.

## **II.6. Selecting Assessment Techniques**

The WCU has a wide array of assessment techniques with which to measure its goals and objectives.

### **Formative Research**

Formative research is the pre-testing of ideas, messages, and products before they are used. Focus groups, interviews, and pilot studies can be used to test planned activities and materials. This method can help WCU to fine-tune its programs to avoid costly and harmful mistakes.

### **Process Assessment**

Process assessment is ongoing monitoring of programs during implementation. WCU should use it to probe how well the organization is doing and make changes as needed.

### **Outcome Assessment**

Outcome assessment looks at the results after program completion. WCU should use this technique to measure the impact of its EE&C programs, and to find out whether its audiences have changed or have started to change their behavior.

WCU should also plan the following activities:

- S** Compare its audiences' s EE&C knowledge, attitudes, and practices, both before and after its projects. Or do a similar comparison between its target audience and a group that was

not exposed to its program(s).

- S** Conduct interviews with members of its target audiences, or give them questionnaires.
- S** WCU should try to measure specific actions its audiences may have taken because of its programs.

## **CHAPTER III. STRATEGY IMPLEMENTATION**

### **III.1. WCU's Environmental Education and Communication Priorities**

The following priorities resulted from the Mukono Strategic Planning workshop and are listed in order of importance:

- S** Needs Assessment
- S** WCU' s Silver Jubilee
- S** Decentralization
- S** TOT and EE&C Materials Design, Development, Implementation and Evaluation
- S** Schools and Communities Partnerships
- S** EE&C Linkages and Partnerships at Local, Regional, National and Global levels
- S** Fundraising and Funds Development

#### **Needs Assessment**

When properly done, a needs assessment is a wise investment for the organization, saving time, money and effort by looking at the right problems. A good analysis provides information that can lead to solutions in areas of greatest need.

Needs assessment should be built into every step of WCU's EE&C programs and performed at regular intervals, usually every year or two.

#### **WCU Silver Jubilee**

WCU is about to celebrate its 25<sup>th</sup> anniversary. This will be a great opportunity for the organization to generate funds for its programs and activities, promote support for its 5-year EE&C Strategic Plan, and raise the profile of the organization and its activities.

#### **Decentralization**

Although the staff of WCU is strong and talented, there is a keen awareness that a staff re-organization and specific training is needed to take full advantage of these strengths. Currently, the organization is highly centralized, with all the staff in the Kampala headquarters. In order to meet the needs of the clubs, three additional regional offices **S** more accessible, with staff, equipment and supplies **S** would greatly increase the ability of the organization to serve the

members and save costs over time.

## **III. 2. Strategy for Capacity Building**

### **TOT and EE&C Materials Design, Development, Implementation, and Evaluation**

One of the main challenges the Wildlife Clubs of Uganda and the Uganda System of Education have today is to produce skilled EE&C professionals capable of teaching and conducting environmental activities at the club, classroom, district, or regional levels.

This 5-year WCU Strategic Plan provides a tentative response to this challenge throughout the life of the project, and beyond. The Plan suggests a series of activities aimed at helping WCU's members in primary and secondary schools and the communities design, develop, implement, and evaluate EE&C materials and programs. The timetable for these activities includes two phases of three and two years. Each year, a review of the program's performance will be conducted and an evaluation of the program's first phase will be performed at the conclusion of the third and the fifth years.

A series of workshops and seminars will be utilized to train the trainers in EE&C materials production and dissemination.

<b>YEAR</b>	<b>ACTIVITIES</b>	<b>DURATION</b>	<b>TARGET GROUPS</b>
<b><i>1<sup>st</sup> Year</i></b>	<b><i>- Needs assessment in 4 regions and in 16 Primary Schools</i></b>	<b><i>4 months</i></b>	<b><i>Primary School Teachers/Students</i></b>
	<b><i>- Pre-testing in 16 Primary Schools</i></b>	<b><i>2 months</i></b>	<b><i>Primary School Teachers/Students</i></b>
	<b><i>- 4 EE&amp;C workshops (one in each region), a pilot program to train Primary School Membership in EE&amp;C</i></b>	<b><i>1 week</i></b>	<b><i>Primary School Teachers/Patrons and Head teachers in the 4 regions</i></b>
	<b><i>- 4 EE&amp;C Seminars (one in each region)</i></b>	<b><i>3 days</i></b>	<b><i>Primary School Teachers/Patrons and Head teachers in the 4 regions</i></b>
	<b><i>- Post testing</i></b>	<b><i>2 months</i></b>	<b><i>Primary School Teachers/Patrons and Headteachers in the 4 regions</i></b>
	<b><i>- Production of Primary Schools EE&amp;C materials for each WCU member in the four pilot regions</i></b>	<b><i>4-6 months</i></b>	<b><i>Primary School teachers</i></b>
	<b><i>ANNUAL REVIEW</i></b>	<b><i>1 month</i></b>	<b><i>WCU Management</i></b>

	<b>ACTIVITIES</b>	<b>DURATION</b>	<b>TARGET GROUPS</b>
<b>2<sup>nd</sup> Year</b>	<b>- Needs assessment in 4 regions and in 16 Secondary Schools</b>	<b>4 months</b>	<b>Secondary School Teachers/Students</b>
	<b>- Pre-testing in 16 Secondary Schools</b>	<b>2 months</b>	<b>Secondary School Teachers/Students</b>
	<b>- 4 EE&amp;C workshops (one in each region), a pilot program to train Secondary School Membership in EE&amp;C</b>	<b>1 week</b>	<b>Secondary School Teachers/Patrons and Head teachers in the 4 regions</b>
	<b>- 4 EE&amp;C Seminars (one in each region)</b>	<b>3 days</b>	<b>Secondary School Teachers/Patrons and Head teachers in the 4 regions</b>
	<b>- Post testing</b>	<b>2 months</b>	<b>Secondary School Teachers/Patrons and Head teachers in the 4 regions</b>
	<b>- Production of Secondary Schools EE&amp;C materials for each WCU member in the four pilot regions</b>	<b>4-6 months</b>	<b>Secondary School teachers</b>
	<b>ANNUAL REVIEW</b>	<b>1 month</b>	<b>WCU Management</b>



<b><i>YEAR</i></b>	<b><i>ACTIVITIES</i></b>	<b><i>DURATION</i></b>	<b><i>TARGET GROUPS</i></b>
<b>3<sup>rd</sup> Year</b>	<b>- Production of EE&amp;C materials to cover all the districts in Primary Schools</b>	<b>6 months</b>	<b>Primary School Teachers/Studens</b>
	<b>- Production of EE&amp;C materials to cover all the districts in Secondary Schools</b>	<b>3 months</b>	<b>Secondary School Teachers</b>
	<b>- Planning for the next 2 years</b>	<b>1 month</b>	<b>WCU Management</b>
	<b>EVALUATION</b>	<b>2 months</b>	<b>WCU Management</b>
<b>4<sup>th</sup> Year</b>	<b>- Primary and Secondary Schools and Communities Linkages needs assessment</b>	<b>4 months</b>	<b>Primary and Secondary Schools and communities around the schools</b>
	<b>- Primary and Secondary Schools and Community Linkages Programs and Activities design, development, Implementation and Annual Review</b>	<b>8 months</b>	<b>Primary and Secondary Schools Teachers, Patrons, community Leaders and other clubs members</b>
<b>5<sup>th</sup> Year</b>	<b>- Programs and Projects Overall Evaluation</b>	<b>6 months</b>	<b>WCU Management, Primary and Secondary School Teachers/Patrons and Community Leaders</b>
	<b>- Reviewing and Revising the programs</b>	<b>3 months</b>	<b>WCU Management</b>
	<b>- Writing the Assessment Report</b>	<b>1 month</b>	<b>WCU Management</b>
	<b>- Planning for the Future</b>	<b>2 month</b>	<b>WCU Management</b>

### **III.3. Networking, Partnerships and Advisory Board for Sustainability**

#### **Networking**

As a part of this strategy-development process, WCU hosted a regional meeting of wildlife clubs, with funding from the regional office of IUCN. Representatives from the Malihai Clubs of Tanzania, the Wildlife Clubs of Kenya, and the Wildlife Clubs of the Seychelles joined WCU for a two-day planning retreat. The full summary of that meeting is available in a report entitled: “The major networking needs identified.” The following guidelines were suggested by regional meeting participants for their individual or joint EE&C endeavors:

- S**      The need to network, both electronically and on occasion in person
- S**      That economies in both staff time and in printing costs could be realized by jointly developing certain educational materials for the clubs
- S**      That by meeting and sharing ideas and resources, there is a tremendous amount that can be learned from the other clubs
- S**      That there would be real value in doing cooperative training of trainers to meet the needs of the East African Regional Wildlife Clubs

As WCU proceeds in its development there are major efforts on the global scene that suggest that access to a global network of EE&C NGOs would be even more helpful. Starting regionally would be only the first step.

#### **University Partnerships**

Given the extensive needs for training and technical assistance by WCU over time, the universities offer rich potential for partnerships.

The first partnership should be to conduct a needs assessment with the club leaders and members. As a part of this strategic planning process, we listened to many club leaders, and we gained many insights. In its 24 year history, WCU has never done a systematic needs assessment of the members. With a small investment of funds, WCU could partner with one of the nation's leading academic researchers to carry out a KAPB (knowledge, attitude, practices, and behaviors) study of club members and leaders; the results would provide specific guidance to the provision of better service. As pointed out by both staff and members, as you provide more or better service to members their perception of needs changes, so we need to develop not only an initial needs assessment, but an ongoing monitoring system for the needs of the leaders and members.

More specifically the partnership we have in mind has to do with identifying a leading academic researcher with graduate students, then providing the University with a fellowship for a single

Ph.D. candidate to conduct a systematic and comprehensive needs assessment survey of the leadership and membership of WCU. The dissertation would be a comprehensive report to WCU of its needs, opportunities and strengths directly from club leaders and members, but with the assistance of a third party for objectivity. We would ask that the dissertation make specific recommendations for an ongoing monitoring system that could be done with WCU resources.

To provide additional enticement to the university, GreenCOM has offered to provide assistance in getting an article, with the basic findings of the assessment, submitted and accepted by an international peer-reviewed journal.

### **Corporate Partnerships**

For long-term success WCU needs support and partnerships with the corporate sector, public sector, and NGO communities. WCU has historically only developed a tiny fraction of the potential private-sector partnerships. Currently WCU has a handful of corporate memberships and has had participation or in-kind support from another dozen or two companies. One of the real values in going through this strategic planning process has been to glimpse the potential for significant private-sector support toward the sustainability of WCU.

When American companies are being approached, for example, a support letter from USAID might be sought to help increase the likelihood of establishing a successful partnerships.

Because of the good relationships WCU has with the media, we would hoped that each time one of these partnerships is formed that significant media attention could be garnered **\$** something that would benefit both the corporate donor and WCU and encourage others to do becomes our partners too.

### Copy Machines

The potential partners include Xerox or Canon. The contribution would be three copy machines and service **\$** one for each regional WCU regional office.

### Media Equipment

The potential partners are Sony or JICA. The need is for 30 TV/VCR combinations and 30 audio-tape recorders. These would be for each district “office” and for each of the three regional offices, and would replace the semi-effective Mobile Education Unit by making the equipment much more readily available and at significantly reduced cost. Over time a collection of video and audio tapes would be developed at the regional or district level.

### Photographic Partnership

The potential partners are Kodak or Fuji. The intent would be to get 30 slide projectors (each

with zoom lens, two carousels, and two extra bulbs) and the commitment to duplicate 50 copies of two different slide shows per year for five years. In addition we would ask for 30 still cameras, and their sponsorship of an annual photographic competition and prizes at the district and national levels. Winning photos would be printed by a newspaper (see below).

### Computers

The potential partners are Dell or Compaq. Our intent would be to get the computer manufacturer to donate three complete desktop-publishing systems (complete with printer and scanner), one to each of the three regional offices so that they could develop and print local newsletters and materials locally.

### Training Sites Partnerships

Sheraton and Fairway Hotels have been generous at providing venues for meetings for free or at a discount. These hotels have been very supportive of WCU and WCU should foster continuing partnerships with them.

### Media Partnerships

New Vision, the largest-circulation newspaper in Uganda, has on occasion provided free ad space to the WCU. However, the workshop produced a new idea, modeled after a very successful GreenCOM partnership in El Salvador. El Salvador, like Uganda, suffered from a lack of good educational materials on EE&C **S** until a public-private partnership developed between GreenCOM/El Salvador and the second largest distribution newspaper in El Salvador, El Diario de Hoy. The newspaper developed a monthly insert into its Sunday edition called Guanaquín (named after an indigenous armadillo!) with the Guanaquín turned into a “spokes-creature”. With the help of GreenCOM/El Salvador every month, this insert was turned into a environmental education guide for kids on a different issue every month. GreenCOM provided the technical content and the newspaper provided the rest. After two years, the newspaper no longer needed GreenCOM's technical assistance; Guanaquín is now totally sustainable and in its 55<sup>th</sup> consecutive month of publication. The concept here in Uganda would be to approach New Vision and a couple of advertisers (which would make it all possible) with this concept, with this idea and reinventing the current Saturday insert called “Children's Vision”, or doing something similar.

### **Government Partnerships**

Although WCU is an NGO, the Minister of Natural Resources, Tourism, and Antiques has always been a Patron for the organization. For many years WCU has been also been sponsored by Uganda National Parks, a governmental department. In addition, the Uganda Wildlife Authority(UWA), the National Environmental Management Authority (NEMA), the National Wetlands Conservation and Management Programme, and the National Curriculum Development Centre **S** all of them governmental institutions **S** have already expressed the desire to collaborate

with WCU in its EE&C endeavors.

Some of these public institutions have even requested a written WCU memorandum of understanding in order to avoid overlap or duplication of programs. WCU should take advantage of these partnerships, strengthen them, and make good use of them in the primary and secondary schools where WCU finds its niche.

WCU also should communicate its priorities to elected officials, learn about and participate in EE&C government planning, and generate support from government officials.

### **NGO Partnerships**

Because the environmental needs of Uganda are so great, WCU cannot afford to carry out any other strategy than cooperation. There are many NGOs in Uganda that can play significant roles in helping WCU accomplish its goals. Some potential partners are listed below, a list that is meant to be illustrative, not limiting. IUCN and WWF have already assisted WCU in many ways and these relationships should be maintained.

#### IUCN

As mentioned above, IUCN funded an East African Regional Wildlife Club meeting which has helped to create portions of this strategy. IUCN has also funded, in partnership with the Government of the Netherlands, a Wetlands Information Pack, some or all of which might be able to be distributed via the clubs. Wetlands are one of Uganda's three main ecosystem types, along with forests and savannah.

Over the five years of this strategic plan, it is very likely that WCU and IUCN will have a series of collaborations. Because WCU and IUCN clearly share so many objectives, the regional IUCN representative for East Africa would be a valuable member of the WCU's Advisory Board for Sustainability.

#### WWF

In the past, WWF made a contribution of US \$ 30,000 for the establishment of the WCU trust fund; WWF also has supported many WCU educational programs and activities. This fruitful partnership should be maintained and strengthened.

### **Advisory Board for Sustainability**

Because WCU is a membership organization, the board of directors needs to reflect that membership in its policy-setting. However if WCU is going to grow and provide additional services and be stable enough to survive with little or no donor funding, the organization has to develop on a path that is self sustaining. To help guide WCU down the path toward sustainability

and to provide the key connections to making that sustainability possible, we conceived the concept of an Advisory Board for Sustainability and have taken steps to create it. This board would consist of key individuals, not limited to members, who agree to open doors to those who will contribute \$20,000 annually to the organization. This Board will represent four key sectors: private corporations, government, NGOs, and donors. To assemble a board this powerful and useful to the organization will take some time, but it can be done. We hope to have the first two individuals on board by the end of 1999. In the end, not all of these people will be successful in opening \$20,000 doors, but if even a fraction of them is, the ability to complete the goal of establishing an endowment for WCU is well within reach.

Below is illustrative list of potential members of such a board, by category. This list is only illustrative and does not represent a set of targeted individuals.

Three representatives from the corporate sector: (examples only)

National director/owner, Coca-Cola  
Publisher, New Vision  
Owner, CelTel

Three representatives of the public sector: (examples only)

Executive Director, National Environmental Management Authority  
Director of Curriculum, Ministry of Education  
Director, Uganda Wildlife Authority  
Renowned, Retired Political Leader

Three representatives of the NGO community: (examples only)

Regional Representative, IUCN World Conservation Union  
Regional Director, WWF  
Regional Director, AWF

Three representatives of the donor community: (examples only)

Environment Officer, USAID  
Representative, European Union/DANIDA  
Country Representative, UNDP

### III. 4. Program Monitoring and Evaluation

The final task in WCU's EE&C Strategy Development is to plan an evaluation of the program, and to revise their overall strategic plans as required every year or two years.

The WCU should review the programs` s progress in order to identify areas that need improvement or new areas of opportunity. The WCU should convene workshops with its target audiences, as ways to develop recommendations for government, corporate, NGO, and individual actions that would make it easier for schools, communities, and partners to contribute to a healthier environment.

The WCU should also give out annual awards to local, district, or regional clubs, businesses, and individuals who have play a key role in implementing a project under the proposed Strategic Plan.

Every year or two, the Strategic Plan should be revised and reprinted to keep it current. The first revision can be a streamlined version of this process, asking each WCU regional or district association to update their EE&C activities in schools and in communities.

Every four to five years, another WCU workshop should be held in order to conduct a thorough assessment of the Strategic Plan and identify new priorities.

## CHAPTER IV. RECOMMENDATIONS

While EE&C has recently become a compulsory part of the Uganda School Curriculum, very few learning institutions have teachers who possess either the resources or the skills to provide high quality environmental education. Therefore, WCU's new vision aims at promoting EE&C to ensure sustainable use and protection of Uganda's heritage and natural resources for the benefits of present and future generations.

However, WCU stands alone with its 24-year-old network of school-based wildlife clubs and most of our recommendations pertain to WCU programs and/or activities to be carried out in school settings:

- S** WCU must urgently launch a comprehensive and extensive needs assessment to identify EE&C-related problems or issues confronting the Uganda primary and secondary schools and the communities to determine WCU's appropriate response to those needs.
- S** WCU should aggressively identify various avenues that the organization can tap for generating revenues for greater self-sufficiency, especially the establishment of a permanent endowment fund. An Advisory Board for Sustainability is also suggested to help the organization secure its financial needs.
- S** WCU financial support should also be available to encourage the growth of specific projects dedicated to enhancing student environmental awareness, knowledge, positive attitudes, skills, and readiness to act responsibly on behalf of the environment.
- S** The organization seek out technical assistance to give it guidance on how to develop its fundraising capacity and on how to set and implement fundraising strategies as suggested by the Kazoora Report.
- S** In order to meet the needs of the clubs, the WCU must establish a set of three additional regional offices **S** more accessible, with staff, equipment, and supplies **S** that would greatly increase WCU's ability to serve the members and would save costs over time.
- S** The organization also must train its trainers (patrons, teachers, students and community leaders) and build their capacity by providing them with the knowledge and skills needed to make their full contribution of this Strategic Plan.
- S** The WCU also must promote a system of regional and global linkages and partnerships to address the effective delivery of EE&C programs.
- S** In the past, the WCU had given out publications and other instructional materials and sent out the popular Mobile Education Unit to schools, but without fitting this instruction to students' grade levels and their cognitive growth and development patterns. The



GreenCOM team recommends that all WCU' s programs be tailored to the needs of the group or the community they intend to serve.

- S Results of Ugandan surveys on knowledge and attitudes towards issues such as human population, natural resources use and misuse, water quality and quantity, solid wastes management, ecological principles, and global environmental issues provide baseline data; WCU should use these results in the design, development, implementation, and the evaluation of applied EE&C programs at primary and secondary schools where historically the organization has enjoyed its comparative advantage.
- S Club leaders and teachers at primary and secondary schools are advised to set EE&C priorities for integration of environmental topics into existing school curricula and foster environmental initiatives that produce maximum benefits while addressing the most critical environmental issues.
- S The WCU must plan an ongoing review of its EE&C strategies in order to determine the need for improvement and/or modification.
- S Better use of existing materials such as books, TV, radio, school surroundings, and the like is a valuable option for improving EE&C in Uganda.
- S The WCU should establish a networking mechanism to enhance regular dialogue among WCU, the community, and other local public and private organizations involved in EE&C activities.
- S The WCU is mostly involved in formal EE settings. In addition, informal learning opportunities probably can be identified at a cost lower than that in formal learning settings. Policy makers need to become aware of these informal opportunities to increase EE&C literacy in schools and communities. Legislators and planners also must be taught the necessity of developing informal education settings in places around the country where WCU clubs are the key players.

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**ANNEX A: ENVIRONMENTAL EDUCATION & COMMUNICATION  
STRATEGY DEVELOPMENT WORKSHOP PROGRAM**

<i>Time</i>	<i>Activities</i>
<b>DAY ONE:</b> <b>Thursday, July 08<sup>th</sup> 1999</b>  <b>9:00 am - 10:30 a.m</b>	<ul style="list-style-type: none"> <li>◆ Opening: Chairman-John Otekat</li> <li>◆ General Remarks</li> <li>◆ Participants self introduction</li> <li>◆ Opening Remarks: Samson Werikhe, WCU National Coordinator</li> <li>◆ Status Of WCU by the Administrative Officer</li> <li>◆ WCU Program by the Program Officer</li> <li>◆ Issues for Discussion - Brain Storming</li> </ul>
<b>10:30 am - 10:45 a.m</b>	Tea Break
<b>10.45 a.m - 1.00 p.m</b>	Situation Analysis (Groups Discussions)
<b>1:00 p.m -2:00 p.m</b>	Lunch Break
<b>2:00 p.m - 4:00 p.m</b>	Situation Analysis (Groups Discussions)
<b>4:00 p.m - 4:15 p.m</b>	Tea Break
<b>4:15 p.m - 5:30 p.m</b>	Groups Presentations
<b>DAY TWO</b> <b>Friday, July 9<sup>th</sup> 1999</b> <b>9:00 a.m - 10:00 a.m</b>	Program(s) and Priority Setting (Groups Discussions)

<i>Time</i>	<i>Activities</i>
<b>10:30 a.m - 10: 45 a.m</b>	Tea Break
<b>10:45 a.m - 1:00 p.m</b>	Groups Presentations
<b>1:00 p.m -2:00 p.m</b>	Lunch Break
<b>2:00 p.m - 4:00 p.m</b>	General Report
<b>4:00 p.m -4:15 p.m</b>	Tea Break
<b>4:15 p.m - 5: 00 p.m</b>	Next Steps Wrap up Closing

<i>Time</i>	<i>Activities</i>
<b><i>DAY THREE</i></b> <b><i>Saturday, July 10<sup>th</sup> 1999</i></b> <b><i>(Teachers Only)</i></b> <b><i>9:00 a.m - 10:30 a.m</i></b>	Priority Setting for Schools (Groups Discussions)
<b><i>10:30 a.m - 10: 45 a.m</i></b>	Tea Break
<b><i>10:45 a.m - 1.00 p.m</i></b>	Plenary Wrap Up and Closing
<b><i>1:00 p.m - 2:00 p.m</i></b>	Lunch Departure

## ANNEX B: LIST OF WORKSHOP PARTICIPANTS

NAME	OCCUPATION
1. Achipa Jessica	Wildlife Clubs Of Uganda P.O. Box 4596, Kampala, Uganda Tel: 231261, E-mail: wcu@swiftuganda.com
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6. Gabriel Obbo Katandi	National Curriculum Development Centre P.O. Box 7002, Kampala, Uganda



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18. Namata Judith	Makerere University, Geography Department P.O. Box 7062, Kampala, Uganda
19. Namirembe Rita	P.O. Box 206 Entebbe, Uganda
20. Nyaga George	Semuliki Wildlife Reserve P.O. Box 8, Fort Portal/Kabarore, Uganda
21. Odoi Richard	Kabarole District Wildlife Association C/O IUCN, P.O. Box 715 Fort Portal- Kabarore, Uganda Tel: 22202, Fax: 22196
22. Okare Okaki Samson	Arya Primary School P.O. Box 2794, Kampala, Uganda Tel: 344310

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## ANNEX C : LIST OF PEOPLE INTERVIEWED

NAME	OCCUPATION
1. Beatrice Adimola	Environmental Education Specialist National Environmental Management Authority (NEMA) EADB Bldg., 5 <sup>th</sup> Floor, 4 Nile Avenue P.O. BOX 22255, Kampala, Uganda Tel: 256-41-236817/251064/5/8 Fax: 256-41-257521/232680E-mail: nema@imul.com./neic@starcom.co.ug
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8. Jackson W. S. Katarikaawe	Rukungiri District Wildlife Association Chairman, P.O. Box 76 Rukungiri
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NAME	OCCUPATION
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11. Matthew Udziela	Volunteer Global Environment Facility (GEF) Plot 18 Shimont Road P.O. Box 7184 Kampala, Uganda Tel: 346454
12. Moses Isooba	Uganda Wildlife Societ First Floor, National Museum Building. Plot 15-7, Kira Road, P.O. Box 7422 Kampala, Uganda Tel, Off: (256 41) 348448/233061 Res: (256 41) 532359 Mob:007 431652 E-mail: uws@imul.com
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NAME	OCCUPATION
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17. Richard Odoi	District Chairman & Member of WCU Governing Council; Kabarore District Association P.O. Box 715, Fort-Portal Phone: 256-483-22202; Fax: 256-483-22196

NAME	OCCUPATION
18. Samson Werikhe	National Coordinator Wildlife Clubs of Uganda P.O. Box 4596, Kampala, Uganda Tel: 231261, Fax: 534485 E-mail: wcu@swiftuganda.com

ANNEX D: ENVIRONMENTAL EDUCATION & COMMUNICATION  
STRATEGY DEVELOPMENT WORKSHOP EVALUATION  
**Mukono, Uganda (July 08 - July 10, 1999)**



<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>PARTLY</b>
Did the workshop activities meet your expectations?	24	-	3
Did you have adequate opportunities to express your views?	27	-	-
Did the workshop outputs enhance your knowledge about EE&C?	24	-	3
Did you like the group discussions?	24	-	3
Did you like the plenary discussions?	25	-	2
Do you think EE&C should be mandatory at each school level?	26	-	1
Did the consultant contribute to the workshop success?	25	-	2
Was the WCU national coordinator of great help?	23	-	4
Did you receive enough background information and materials?	25	-	2
Do the suggested approaches and recommendations meet your own needs (club, district association, region, governing council or board of trustees member, teacher etc.)	26	-	1
Do you think that, as this workshop concludes, WCU has mapped out its strategic niche and its unique strengths which are not readily provided by any other group or organization with regards to EE&C?	22	-	5

Do you think the workshop participants clearly identified what WCU do well or is best at and the major issues confronting the organization today?	22	-	5
Do you think that, at this point, WCU's new vision, focused strategic role, and priorities for the next five years and beyond are clearly defined?	25	-	2
Did the workshop participants identify WCU's various avenues that the organization needs to tap into for generating revenues for greater self-sufficiency?	14	-	13

## ANNEX E: STATUS OF EE & C IN SCHOOLS AT CLUB OR DISTRICT LEVELS

**District/Club's Name:**

**Please provide short answers to the following questions; use additional sheets of papers if necessary and indicate your club's or district's name and the question's number on each additional page.**

1. WCU is about to launch a comprehensive EE&C program for its school's membership at all levels. If your club/organization and/or district was identified to pilot these WCU's initiatives or is already involved in EE&C activities:

1. a. What form this program would take or is already taking ? (Formal/Informal, non-formal, and why?)

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1.b. What goals and objectives could be achieved and/or are being met by your Club?

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1.c. What kinds of programs and/or activities should be included in an EE&C program or which ones are already taking place in your club?

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**Status EE & C in Schools at Club or District Levels**  
(Continued, question #1)

1.d. Who will do them (gender, age, profession, level of education, location etc..) and why ?

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1.e. How are they to be carried out? (strategies)

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1.f. What are your priorities and your projected actions?

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1.g. What resources will be needed to do that?

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### **Status of EE&C in Schools at Club or District Levels**

(Continued, question # 2 to #5 )

2. How could this/those program(s) and /or activities fit into other learning settings/events at your levels of operations?

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3. What competencies are available for teaching and disseminating information on wildlife conservation and other environmental issues in your organization?

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4. Who is not involved and why?

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5. What do you see as barriers to more effective environmental education and/or communication in your district, your region, your individual club or the nation?

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**Status of EE&C in Schools at Club or District Levels**

(Continued, question # 5 to #7 )

5.a. What suggestions do you have for overcoming those barriers?

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5.b. If you could change anything, what would you change and why?

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6. What are the potentials for your organization pertaining to your EE&C priorities?

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7. How does your EE&C program interact, duplicate or overlap with those in other school districts or clubs?

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**Status of EE&C in Schools at Club or District Levels**

(Continued, question # 8 to #9 )

8. How connected are you with WCU headquarters ?

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8. a. How knowledgeable are you about WCU's goals, objectives, programs and/or activities?

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8.b. What benefits do your members get from the WCU National Secretariat? Are you getting what you expect?

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9. Reports indicate that WCU membership has grown annually but that about 1/3 of them are active in practical conservation education or action oriented resources activities:



9.a. What do you think are the causes for this discrepancy in your club, district etc.?

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--      **Status of EE&C in Schools at Club or District Levels**

(Continued, question # 9 to #10 )

9.b. Could it be a lack of knowledge, lack of skills, lack of motivation, lack of resources, or a combination of several factors?

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10. Which of the following are the main focus for your operations and/or activities?  
(Please place a check mark next to any right answer)

- ◆      Conservation education
- ◆      Environmental education/Communication
- ◆      Public awareness
- ◆      Fund-raising
- ◆      Environmental advocacy and/or lobbying
- ◆      Project development and management
- ◆      Others (Please be specific)

**Thank you very much for your time and collaboration!!!**

## ANNEX F: TERMS OF REFERENCE

### **GreenCOM SCOPE OF WORK EE&C Strategy Development Wildlife Clubs of Uganda (WCU)**

#### **I. BACKGROUND**

This Scope of Work outlines technical services required to assist Wildlife Clubs of Uganda (WCU) formulate a strategy for changing people's behavior and attitudes so as to manage Uganda critical ecosystem sustainably. WCU is a non-governmental and non-profit making conservation organization affiliated to the Uganda Wildlife Authority. A council governs it, which is also the overall policymaking body. It was formed in 1974 with the following objectives:

- ◆ to cultivate a desire for environmental conservation among the people of Uganda
- ◆ to enhance and promote the scientific study of Uganda's wildlife and environment
- ◆ to promote economic, recreational and aesthetic values of the country's natural resources
- ◆ to promote cooperation with other organizations with similar objectives within and outside Uganda

As a result of Government of Uganda's policy towards wildlife and environment, there is a growing concern and desire for sound management of natural resources. WCU, through its network in schools and districts is in a very good position to carry out extensive awareness in environmental management and therefore to assist the government in its implementation of this policy.

Under USAID/Uganda funding, WCU has been implementing an activity for the last two years aimed at raising the level of awareness of the prevailing challenges and threats to the Ugandan environment, as well as enhancing change in behavior and practices of the Ugandan people, especially the youth, towards a more sustainable use of natural resources. According to a recent evaluation of the project, WCU has gone a long way in achieving this goal. However, USAID/Uganda feels that WCU needs to become more focused in its program in order to have a bigger impact in its activities. USAID/Uganda therefore plans to provide Technical Assistance (TA) to assist WCU in the development of a five-year strategic plan.

## II. OBJECTIVE

Technical assistance that is provided under this delivery order would assist WCU in the development of a five-year, results-oriented , Strategic Plan.

The Contractor shall apply the expertise and experience available under the terms of the Environmental Education and Communication Activity, GreenCOM Core and Requirements companion Contracts (PCE-C-00-93-00068-00, and PCE-Q-00-93-00069-00). The estimated period of performance in the implementation of this Delivery Order (DO) is 6-10 weeks beginning o/a March 15, 1999. The Cognizant Technical Officer is USAID/Uganda S02 Team Leader, who will monitor the Contractor's performance to the terms and conditions of the DO.

### I. SCOPE OF WORK

The contractor shall assist WCU in the development of a five-year Strategic Plan. The contractor, during a six-week period in Uganda, shall address the following issues:

#### 1. Environmental Education Strategy:

how to cater for WCU increasing diversity of membership:

- ◆ to include students, associate members, corporate members, and adult groups involve adult members in WCU activities and give them access to the Club's benefits
- ◆ use the skills of members to provide technical and non-technical in-put into WCU
- ◆ how to tap into other environment education institutions and projects in Uganda for funding possibilities, coordination and project opportunities; for example to build on what other organizations have done, using existing infrastructure and systems, with a focus on USAID/Uganda funded institutions and projects, other environment donor projects, Government of Uganda (GOU) institutions. NGOs, international organizations interested in investigating in Uganda' s environmental education programs
- ◆ how WCU can provide technical services in Environmental Education-as an Environmental Education information/resource center-as an intermediary for local and international institutions
- ◆ networking (local and international) - school to school, Club to clubs, NGO to NGO, NGO to GOU institutions - district to district programs and country to country programs.

## **2. Implementation Strategy:**

- ◆ fundraising strategy for WCU activities and operating expenses:
  - how to maintain good communication with donor agencies
  - how WCU can sell itself to donors rather than wait to be discovered
  - general fundraising activities locally and nationally
- ◆ Strategy for capacity building at:
  - district level
  - national level (Secretariat)
- ◆ Decentralization of WCU operations to the districts
- ◆ delivery and accessibility of WCU's services to members and partners
- ◆ Publications, videos, technical assistance, etc

## **3. Activity development**

- ◆ criteria for selection of activities with participation from District Wildlife, and community/school level Associations

## **III. METHODOLOGY**

The Contractor shall incorporate the following elements in performance of this SOW:

- ◆ Document Review: Review of pertinent documents including Evaluation of the Support to and Environment Conservation Education Activities of Uganda report by Cornelius Kazoora et al (1998), 1995 WCU Strategic Plan Support to Wildlife and Environment Conservation Education Activities of Uganda proposal, the World Bank's Protected Area Management and Sustainable Use (PAMSU) Program reports, Annual, Quarterly and other reports, Minutes/Resolutions of the General Assemblies of the Governing Council, Educational materials e.g. pamphlets and newsletters developed by WCU.

- ◆ Interviews: Interview key person headquarters, USAID, IUCN, GMU, District Committees; members of school or community clubs and any other that might be considered useful in this exercise.
- ◆ Field visits: Visit selected WCU clubs both in urban and rural areas of Uganda.
- ◆ Workshop: Organize a 2-3 day workshop to review and discuss the five-year strategic plan with stakeholders, e.g., District Wildlife Associations (DWA), members of WCU Board of Trustees, and Governing Council, etc.
- ◆ Presentation to WCU Board of Trustees, and Governing Council: Present a five-year strategic for WCU.

The Contractor shall conduct his/her work independently with limited support from USAID/Uganda. Transportation to and from meeting and field visits as well as local logistical support will be provided by WCU.

It is understood that the GreenCOM project Director will contribute seven days at no cost to provide on-site technical oversight and assistance during the work period. Travel and per diem costs for this LOE are provided for under the DO.

#### **IV. DELIVERABLES**

The Contractor shall submit 10 copies of the draft Five-year Strategic Plan, to be used by WCU to finalize its work strategy, to the CTO at the conclusion of the six-week period. The Contractor shall provide both hard and electronic (using software acceptable to USAID) copies of all work.

#### **V. PERSONNEL**

It is desirable that personnel performing under the DO have experience in the field of environmental education and communication, with specific experience in East Africa.

#### **VI. COMMODITIES/EQUIPMENT**

No commodity procurement is anticipated under this Delivery Order

### **ANNEX G: STRATEGIC PLANNING WORKSHOP - OPENING REMARKS**

By Samson Werikhe, Wildlife Clubs of Uganda National Co-ordinator

Mr. Chairman, Workshop Participants, Ladies and Gentlemen:

I warmly welcome all of you to this WCU Strategic Planning Workshop, which is expected to run for two days 8<sup>th</sup> and 9<sup>th</sup>, but may require some of you, the teachers, to leave after lunch on Saturday, 10<sup>th</sup> July 1999.

At the outset, I should thank all of you for sparing some of your time and responding to the call of this workshop. Your response at this point in time is a clear indication that we are on the right track in this planning process of Wildlife Clubs of Uganda.

As most of you may be aware, for the last 24 years, this organisation has been conducting environmental education and communication to the people of Uganda without a significant prolonged break, something that other local NGOs have failed to achieve. For example, WCU was formed during probably the toughest or hardest political, economic, and social times Uganda has ever gone through, i.e., during the Idi Amin regime. However, despite the various difficulties, WCU had a strong cause to operate because of:

- the need to respect wildlife and its habitat
- the values of nature conservation
- the need for a continued healthy environment for our visitors, our children and ourselves

In neighbouring Kenya, there had already been the establishment of Wildlife Clubs of Kenya (WCK) charged with the same responsibilities of Environmental Education and Conservation. WCK was formed in 1968, and Kenya being very close to Uganda in many respects, there was good reason, courage, and morale to establish a similar organisation here in Uganda. The major natural resource conservation lead agencies at the time were Uganda National Parks, a Government Parastatal, then managing only three National Parks (Queen Elizabeth, Murchison Falls, and Kidepo National Parks); the Game Department, a Civil Department that was responsible for a number of Game Reserves, Animal Sanctuaries and Controlled Hunting Areas; the Forest Department, managing all the Forests Reserves and other unprotected forests in the whole of Uganda. So, all of these were on ground but even the gazetted estates had extremely minimal, if any, Environmental Education Programs.

WCU's operations also did recognise that ignorance about the environment was not only among the illiterate, but also the elites. And as everybody needed a healthy environment to live in and subsequently hand it over in its pristine state to others, it was important to serve all, directly or indirectly through various tools and channels of communication. So, WCU was set to embark on this noble task.

Of notable significance, WCU did advocate for establishment of the Department of Environment, meant to at least co-ordinate environmental activities. This Department was formed about two

decades ago. Over time, a whole Ministry taking into account the co-ordination, management, and supervision of environmental activities has been established and expanded considerably.

By and large, WCU's presence and operations, especially in schools, and its close association with the Government lead agencies and international donors in the field of advocacy for environment protection are evident and quite significant. Its membership has expanded both in size and categories. Its tentacles have penetrated the whole of Uganda, with fairly established District Wildlife Associations in some of the Districts. There is great potential for increased membership and additional formation of District Wildlife Associations.

Additionally, over the years, WCU has implemented donor-funded projects, and all of them have been managed and executed satisfactorily. Nevertheless, there is concern that:

- In the last 24 years, the mission, goal, and objectives of WCU have remained unaltered. If they have remained so, is it possible that whatever they were designed to do has not been achieved, or are they too broad and fairly ambiguous, hence need to be refocused, or are they no longer priorities?
- WCU is not able to reach its members efficiently. Are the members too many or does WCU not have the capacity to service its membership?
- The District Wildlife Associations are manned by Chairpersons, and some of them are equipped with a motorcycle each. But these are volunteers and can only help service membership in their respective districts when not bogged down with their daily chores. Management problems like misuse of these motorcycles have been voiced by various stakeholders. In the face of all these, is there an institutional framework to help address such concerns?
- Apparently, WCU is dependent on donors for its overall management and implementation of program activities. Is this sustainable?
- WCU's previous conscientious efforts to spearhead and contribute to environment protection are beginning to lose recognition and there is visibly stiff conflict of interest with other local NGOs and Government Departments. Is this pressure necessary or could complementary efforts be sought?
- WCU's program management is lacking. It is not focussed, and when it is, is looking at conservation education rather than environmental education. Furthermore WCU does not have a limit ... maybe the sky is. Does WCU need to set standards and targets to be able to measure its progress?
- What WCU terms as benefits is not clearly understood on the one hand, and on the other, like what used to be the prestigious benefits to WCU members of free entrance to National Parks



are now enjoyed by any other educational groups. Do we need to revisit this? ... and so on, and so on.

But, WCU has great potential. In its one-quarter of a Century operations, WCU through its network in schools and districts is in very good position to carry out extensive awareness in environment management and therefore, assist the Government of Uganda in the implementation of its policy towards wildlife and the environment.

In view of the aforementioned, USAID provided Technical Assistance to guide WCU come up with a five-year strategic plan. This workshop is part of the process and will help us identify critical areas of WCU's comparative and competitive advantage that should be focussed on. We therefore, have to consider what we think is the best for WCU to achieve for the next five years; which might call for review of WCU's current mission, goals, objectives, organisation structure, programs, membership, sustainability and management, among others. This strategic planning process comprises the following stages:

- Information assembly and analysis
- Policy formulation/review
- Action Planning
- Implementation
- Monitoring and Evaluation

At the moment, we are still at the information assembly and analysis stage. The Consultant has been meeting several individuals and also visited the field - Kabarole and Entebbe - where he met with District Wildlife Association Chairpersons and Club Patrons. Due to time constraints, he could not visit Rukungiri, Tororo, and Busia as had earlier planned. The itinerary has been fully packed. However, I hope these districts are represented here and we will make up for what we missed.

Upon completion of the Strategic Plan, proposals will be developed covering several of the specific programs identified, for possible funding.

It is important to note that, as we plan, we remember that a strategy is more likely to be implemented successfully if it is focussed on a few priority issues. The issues should be central to maintaining or improving the well being of a significant proportion Ugandans and the ecosystems and to achieving agreed objectives. The issues should also be sufficiently strong and able to be tackled effectively to generate maximum support for the strategy as well as raise the profile of WCU.

Last but not least, on behalf of WCU and on my own behalf , I would like to extend my sincere gratitude and thanks to USAID for supporting this process. Also Dr. Albert Ndayitwayeko, the Consultant with Academy for Educational Development (AED)/ GreenCOM for accepting to come to Uganda and take a lead role in carrying out this function.

I wish all of you successful deliberations and the future of WCU solely depends on the outcome of this meeting. Traditionally, the workshop should now be opened. Be Happy.



## **ANNEX. H: GLOSSARY OF TERMS**

### **Ecological Education, Conservation Education, Outdoor Education and Environmental Education**

Ecological education, conservation education, outdoor and environmental education have a special role in conservation of natural resources and development. These concepts are often mistakenly used interchangeably, and a brief explanation of the differences is presented here:

**Ecology** is a biological science in which the relationships of living organisms with each other and their physical environment are studied. Education on ecology is usually channeled through schools, and occasionally to other literate audiences.

**Conservation education:** Is classically regarded as dealing with education about the wise use management of natural resources such as forests, minerals, soils, water, and wildlife. Solutions to problems are rather specific, such as cropping techniques to reduce erosion. Conservation education messages and techniques extend their messages to farmers, resource users, and schools.

**The environment:** is the aggregate of external conditions that influence the life of an individual, organism, or population. Environment is usually viewed from a broad perspective, and considers the total environment and the relationships between human values and environmental issues of all types. Instead of relying on specific solutions to problems, environmental education teaches the use of alternative solutions and analysis of subsequent outcomes.

Although there is no universal definition of **Environmental Education**, it is often regarded as process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively toward solutions of current problems and prevention of new ones (Stapp, 1982, p.83).

**Outdoor education** is a valuable method of instruction which contributes substantially to the teaching strategies of environmental education. Outdoor education utilizes numerous indoor as well as outdoor activities and draws heavily on both natural and built environments in trying to motivate people to act positively on behalf of environmental quality.

**Environmental education** also uses the social-action concept as a key to the harmony between man and the natural environment. Social-action activities stress community rather than classroom-based learning and provide opportunities for people to act on the value decisions they have made and on ways to make positive changes in their environment. These activities emphasize the development of interpersonal and group skills, both within the school community and in the larger community outside the school.

**Education:** is used to denote diverse approaches to the acquisition of knowledge and skills. A well-known classification by Coombs and Ahmed (1974) is the distinction they developed among formal education, informal education, and non-formal education.

**Formal education:** A highly institutionalized, chronologically graded and hierarchically structured “system of education,” spanning lower primary school and the upper reaches of university (Coombs and Ahmed 1974:8).

**Informal education:** The lifelong process by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experiences and exposure to the environment **S** at home, at work, at play, from the example and attitudes of family and friends, from travel, from reading newspapers and books, or by listening to the radio or viewing films or television. Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person's total lifetime learning **S** including that of even a highly “schooled” person (Coombs and Ahmed 1974:8).

**Non-formal education:** any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs and Ahmed 1974:8).

**Wilderness:** An area still in natural state, that has not been significantly disturbed by humans. Very few such areas exist, since modern technology allows human activities to take place anywhere on the earth's surface. Once designated as wilderness areas they can be protected , and any change away from their natural state prevented.

**Wildlife:** Living things that are neither human nor domesticated such as mammals, birds, and fishes hunted by man.